

**COPY**

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 701-18-103-248 JAN 29 4 PM 3:45 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Texans Can Academies	057-804		
Vendor ID #	ESC Region #		
752251099	10		
Mailing address	City	State	ZIP Code
325 W. 12 th Street	Dallas	TX	75208

Primary Contact

First name	M.I.	Last name	Title
Fernando		Marino	Director of IT, Business Solns.
Telephone #	Email address		FAX #
214-944-1985	fmarino@texanscan.org		214-944-1930

Secondary Contact

First name	M.I.	Last name	Title
Richard		Marquez	President/CEO
Telephone #	Email address		FAX #
214-944-1985	rmarquez@texanscan.org		214-944-1930

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Richard		Marquez	President/CEO
Telephone #	Email address		FAX #
214-944-1985	rmarquez@texanscan.org		214-944-1930
Signature (blue ink preferred)			Date signed

the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Austin Can Academy, Dallas Can Academy, Fort Worth Can Academy, Houston Can Academy, and San Antonio Can Academy

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Texans Can Academies (Texans Can), a charter system/local education agency (LEA), operates a unique network of 13 high-need charter high-schools providing education to some of the most at-risk, economically disadvantaged, undereducated students in major cities across Texas: Austin, Dallas, Fort Worth, Garland, Houston, and San Antonio. To minimize the digital divide and technology-related inequities experienced by its students, Texans Can is proposing to implement the Technology Lending Program (TLP) known as **Operation TECH LINK** (*Linking Internet to Neighborhoods is the Key*). **Charter Need:** Texans Can currently serves 5,262 students in grades 9 – 12 through its 13 campuses statewide, many of which are categorized as some of the hardest to serve at-risk, low-income, minority student populations in Texas. Of the 5,262 students served statewide: 66.8% are Hispanic; 29.7% are African-American; 88.2% are Economically Disadvantaged; 24% are Limited English Proficient; and an astounding 95.5% are at-risk (TAPR 2016-17 District Profile). For the Class of 2016, only 50.9% of Texans Can students graduated compared to 89.1% for the state while 22.6% of Texans Can students dropped out of high school compared to 6.2% for the state. With 88.2% of Texans' Can's student population classified as economically disadvantaged, the need to provide students with access to digital technologies and Internet resources at school and home is of critical importance to support their academic progression and success. **Needs Assessment Process.** A comprehensive needs assessment was led by the **Operation TECH LINK** Program Coordinator, Texans Can IT Director of Operations and Engineering, and charter Technology staff and supported by Texans Can charter leaders (Chief of Schools, President/CEO, Instructional Specialists, Principals, etc.) and the engagement of key community stakeholders, and partners. The assessment was conducted to prioritize campuses most in need of TLP resources and to determine the efficacy of the needs assessment process. This team will work collaboratively throughout the duration of the project, at no cost to the grant, to determine if and how the assessment process may need to be altered. Surveys were administered to students, parents, and teachers (Fall 2017) at all 13 campuses addressing various areas of campus programming, resources, and supports as well as home resources. Technology inventories were also conducted for each campus which assessed: current technology devices; internet access and resources; student-level academic data (i.e. student grades, annual STAAR-EOC results, graduation, attendance, etc.); and TAPR Risk Factors (at-risk, drop out, low-income). Student and educator focus groups were also coordinated to solicit input regarding technology access at school and home. The comprehensive needs assessment, stakeholder surveys, focus groups, and feedback identified significant gaps and weaknesses in academic performance as well as gaps in technology resources available to students both at school and at home. **Campus prioritization** for TLP funds includes: 1) low-income students' need for access to technology and Internet resources at home; 2) campus risk factors; and 3) campus need for technology access and integration in the classroom. Assessments revealed that Texans Can students' STAAR results were significantly below state results for most core subjects while campus risk factors greatly exceeded state. A majority of students at each campus do not have technology devices or computers to use at home nor do they have home Internet access (see below). Based on findings, one high need campus was identified at each of the following cities: Austin, Dallas, Houston, Fort Worth, and San Antonio to be in most need of TLP resources. Collectively, **the program will serve 1,998 students at these five campuses.**

2017 STAAR Results: % Approaches Grade Level or Above				TAPR 2016-2017 Student Risk Factors				2017 Student Survey	
	Reading	Math	Science	Drop Out	Graduates	Low Income	At-Risk	No Home Technology	No Home Internet
Austin	33%	57%	67%	2.2%	52.3%	88.2%	97.2%	85.0%	90.3%
Dallas	37%	56%	58%	6.9%	50.0%	99.4%	97.7%	95.2%	96.1%
Houston	31%	56%	72%	9.4%	72.8%	93.3%	96.0%	89.7%	90.6%
Fort Worth	36%	58%	67%	9.7%	56.8%	87.6%	97.3%	84.5%	79.9%
San Antonio	45%	46%	63%	6.3%	77.3%	72.0%	95.5%	82.3%	89.5%
TEXAS	72%	79%	79%	2.0%	85.6%	59.0%	50.3%		

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project Plan: *Operation TECH LINK*, in partnership with T-Mobile, will ensure that the charter's economically disadvantaged students and those identified as most in need have constant 24/7 access to advanced technology, Internet resources, and digital learning through loaned equipment purchased with TLP grant funding, enabling them to develop the digital and technological skills needed to succeed in a 21st century technological society. *Operation TECH LINK* and T-Mobile will ensure that the charter's most economically disadvantaged students have access to: 1) a dedicated technology device (Chromebook, Android tablet); and 2) WiFi T-Mobile hotspot wireless devices. Equipment will be available for all students to borrow, allowing youth in need to have access to technology devices and Internet resources during school, after school, on weekends, during school holidays, and throughout the summer to work on school projects and assignments. T-Mobile digital devices, technologies, and content purchased through *Operation TECH LINK* will be used to support student learning in state aligned curricula and standards in core foundation subjects.

Project Budget: The total grant funds requested is \$99,650 which will be utilized to purchase the following:

- 275 Chromebooks or Android-based tablets @ \$250 each = \$68,750
- 275 technology maintenance agreements (2 year warranties) @ \$60 each = \$16,500
- 275 T-Mobile 4G LTE Wi-Fi wireless hotspot devices @ \$52.36* = \$14,400.

*T-Mobile, a leader in digital devices, is cooperating with Texans Can to offer Wi-Fi wireless hotspots and connectivity at a discounted rate.

Management Plan: Texans Can will ensure *Operation TECH LINK* receives consistent, high-quality management and oversight throughout the grant. The Program Coordinator, supported by the IT Director of Operations and Engineering, will coordinate and monitor all activities and ensure the project assists in meeting TLP project goals while providing equitable access for students who have limited access to technology/Internet use off campus, particularly low-income students. The Program Coordinator will organize and supervise technology lending activities and work with Senior Support Engineers, charter technology staff, charter administration, campus staff, other like program personnel and parents to ensure instructional alignment with curriculum as well as timely access and delivery of technology resources. The Program Coordinator will regularly communicate project status towards meeting program goals and objectives with the Chief of Schools, President/CEO, IT Director, and principals and will gather feedback for program improvements.

Project Evaluation: Texans Can's evaluation team, consisting of the Program Coordinator, IT Director of Operations and Engineering, Chief of Schools, President/CEO and teachers will conduct a formative evaluation of *Operation TECH LINK* activities to determine if the proposed activities are effective in: 1) timely acquisition and deployment of technology devices and Internet services; 2) meeting of milestones and timelines; 3) integrating technology into curriculum instruction; and 4) supporting students in gaining academic proficiencies in core subjects. The evaluation team and project staff will collect program-level data related to mandatory performance measures. Data will be collected through classroom observations and walk-throughs, interviews, and surveys administered to key stakeholders (administrators, teachers, staff, students). The evaluation team will also assess program effectiveness on student achievement results by analyzing student-level academic data including, but not limited to: student grades; annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; graduation/promotion records; etc. Pre- and post-program surveys will be administered to classroom teachers, students, and parents to collect baseline data (pre-survey) compared to post-program results, assessing the extent to which activities were successful in achieving proposed performance measures. Student, teacher, and parent focus groups will be held throughout the school year to solicit additional feedback and recommendations. The evaluation team will analyze data on a quarterly basis to assess program strengths and weaknesses, making program modifications to enhance services, as needed.

Ongoing Commitment to Goals of Program: Texans Can is committed to ensuring the success of this initiative and the goals of the *Operation TECH LINK*. Texans Can will coordinate efforts of similar programs to maximize program effectiveness, including funding received from state grants such as (Educator Excellence Innovation Program, Texas 21st Century Community Learning Centers) and federal US Department of Education grants (Teacher Incentive Fund and Innovative Literacy Program) to coordinate all efforts towards technology. *TLP funds will supplement, not supplant, programs and services provided with local or state funds.* As part of its commitment to the goals of this project, the charter's resource development team will continue to research, identify, and secure outside funding to sustain this project beyond the grant period. **Statutory Requirements:** Texans Can's TLP application completely and accurately addresses all statutory requirements (Schedule #16) and TEA requirements (Schedule #17) as detailed in respective schedules.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-804			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$99,650	\$0	\$99,650
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$99,650	\$0	\$99,650
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	N/A
Grand total of budgeted costs (add all entries in each column):			\$99,650	\$0	\$99,650
Administrative Cost Calculation					
Enter the total grant amount requested:					\$99,650
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$14,475

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057-804		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval	\$99,650
Grand total:		\$99,650

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057-804		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057-804		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1,766	88.08%	
Limited English proficient (LEP)	312	16.9%	
Disciplinary placements	0	0%	
Attendance rate	N/A	92.3%	
Annual dropout rate (Gr 9-12)	N/A	6.9%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										630	563	515	290	1,998

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can Academies (Texans Can), a charter system/LEA, is proposing to implement **Operation TECH LINK** (*Linking Internet to Neighborhoods is the Key*) to minimize the digital divide and technology-related inequities experienced by its students. Texans Can operates a unique network of 13 high-need charter high-schools serving the most at-risk 9th – 12th grade students in Austin, Dallas, Fort Worth, Garland, Houston, and San Antonio. Texans Can's target population is at-risk and underserved youth and includes a high percentage of minority, limited English proficient, low-income, and some of the most undereducated students in Texas. **Charter Assessment.** As part of its annual strategic planning process, the charter conducted comprehensive, systemic charter and campus needs assessments. Several objective data sets, including charter and campus level data and student academic achievement, were reviewed including: annual standardized test scores (STAAR); Texas Academic Performance Report (TAPR) 2016-17 District and Campus Profiles; and LEA Technology Plan. Texans Can currently serves 5,262 students in grades 9 – 12 through its 13 campuses statewide, many of which are categorized as some of the hardest to serve at-risk, low-income, minority student populations in Texas. Of the 5,262 students served statewide: 66.8% are Hispanic; 29.7% are African-American; 88.2% are Economically Disadvantaged; 24% are Limited English Proficient; and an astounding 95.5% are at-risk (TAPR 2016-17 District Profile). Texans Can's Class of 2016 had a dropout rate of 22.6% compared to 6.2% for Texas while only 50.9% of Texans Can students graduated (4 years) compared to 89.1% (Texas). Although the charter 'Meets Alternative Standards' for accountability, these staggering statistics indicate that Texans Can students desperately need access to technology and Internet resources, both in and out of school, to maintain their interests and support their academic progression and success. **Needs Assessment.** A comprehensive needs assessment was conducted to identify campus needs for TLP resources. With 88.2% of Texans' Can's student population classified as economically disadvantaged, the need to provide students with access to digital technologies and Internet resources at school and home is of critical importance. As such, campus prioritization for TLP funds include: 1) low-income students' need for access to technology and Internet resources at home; 2) campus risk factors; and 3) campus need for technology access and integration in the classroom. Charter-wide surveys were administered to students, parents, and teachers (Fall 2017) addressing various areas of campus programming, resources, and supports as well as home resources. Technology inventories were also conducted for each campus which assessed: current technology devices; internet access and resources; student-level academic data (i.e. student grades, annual STAAR-EOC results, graduation, attendance, etc.); and TAPR Risk Factors (at-risk, dropout, low-income). Student and educator focus groups were held to solicit input regarding technology access at school and home. Stakeholder surveys, focus groups, and assessments identified significant gaps and weaknesses in academic performance as well as gaps in technology resources available to students both at school and at home. **Campus Prioritization.** Texans Can's comprehensive needs assessments, campus risk factors, STAAR scores, stakeholder surveys, and technology inventories were used to prioritize campuses. TAPR 2016-17 data demonstrated that Texans Can students' STAAR results were significantly below state results for most core subjects while campus risk factors greatly exceeded state results. A majority of students at each campus do not have technology devices or computers to use at home nor do they have home Internet access (2017 Student Survey). Based on findings, one high need campus was identified at each of the following cities: Austin, Dallas, Houston, Fort Worth, and San Antonio to be in most need of TLP resources. Collectively, **the program will serve 1,998 students at these five campuses.**

2017 STAAR Results: % Approaches Grade Level or Above				TAPR 2016-2017 Student Risk Factors				2017 Student Survey	
	Reading	Math	Science	Dropout	Graduates (RHSP)	Low Income	At-Risk	No Home Technology	No Home Internet
Austin	33%	57%	67%	2.2%	52.3%	88.2%	97.2%	85.0%	90.3%
Dallas	37%	56%	58%	6.9%	50.0%	99.4%	97.7%	95.2%	96.1%
Houston	31%	56%	72%	9.4%	72.8%	93.3%	96.0%	89.7%	90.6%
Fort Worth	36%	58%	67%	9.7%	56.8%	87.6%	97.3%	84.5%	79.9%
San Antonio	45%	46%	63%	6.3%	77.3%	72.0%	95.5%	82.3%	89.5%
TEXAS	72%	79%	79%	2.0%	85.6%	59.0%	50.3%		

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address																																								
1.	<p>Texans Can students' performance in 2016-17 STAAR-EOC for target campuses was significantly below state results for Reading, Math, and Science:</p> <table><tr><th colspan="4">2017 STAAR Results: % Approaches Grade Level or Above</th></tr><tr><th>Campus</th><th>Reading</th><th>Math</th><th>Science</th></tr><tr><td>Austin</td><td>33%</td><td>57%</td><td>67%</td></tr><tr><td>Dallas</td><td>37%</td><td>56%</td><td>58%</td></tr><tr><td>Houston</td><td>31%</td><td>56%</td><td>72%</td></tr><tr><td>Fort Worth</td><td>36%</td><td>58%</td><td>67%</td></tr><tr><td>San Antonio</td><td>45%</td><td>46%</td><td>63%</td></tr><tr><td>TEXAS</td><td>72%</td><td>79%</td><td>79%</td></tr></table>	2017 STAAR Results: % Approaches Grade Level or Above				Campus	Reading	Math	Science	Austin	33%	57%	67%	Dallas	37%	56%	58%	Houston	31%	56%	72%	Fort Worth	36%	58%	67%	San Antonio	45%	46%	63%	TEXAS	72%	79%	79%	<p>Through Operation TECH LINK (<i>Linking Internet to Neighborhoods is the Key</i>) students will have access to technological equipment, devices, and Internet resources through which they can access a multitude of educational supports, tutorials, research, and targeted academic interventions both during school and at home through the use of loaned technology devices and residential Internet access (T-Mobile wireless hotspots). Students will be engaged in learning, both in and out of school, increasing their academic skills and proficiencies and overall motivation to learn, succeed in high school, and ultimately progress to college and career.</p>								
2017 STAAR Results: % Approaches Grade Level or Above																																										
Campus	Reading	Math	Science																																							
Austin	33%	57%	67%																																							
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San Antonio	45%	46%	63%																																							
TEXAS	72%	79%	79%																																							
2.	<p>Texans Can students at targeted schools have high rates of risk factors, far exceeding state peers:</p> <table><tr><th colspan="5">TAPR 2016-2017 Student Risk Factors</th></tr><tr><th>Campus</th><th>Dropout</th><th>Graduates</th><th>Low Income</th><th>At - Risk</th></tr><tr><td>Austin</td><td>2.2%</td><td>52.3%</td><td>88.2%</td><td>97.2%</td></tr><tr><td>Dallas</td><td>6.9%</td><td>50.0%</td><td>99.4%</td><td>97.7%</td></tr><tr><td>Houston</td><td>9.4%</td><td>72.8%</td><td>93.3%</td><td>96.0%</td></tr><tr><td>Fort Worth</td><td>9.7%</td><td>56.8%</td><td>87.6%</td><td>97.3%</td></tr><tr><td>S.A.</td><td>6.3%</td><td>77.3%</td><td>72.0%</td><td>95.5%</td></tr><tr><td>TEXAS</td><td>2.0%</td><td>85.6%</td><td>59.0%</td><td>50.3%</td></tr></table>	TAPR 2016-2017 Student Risk Factors					Campus	Dropout	Graduates	Low Income	At - Risk	Austin	2.2%	52.3%	88.2%	97.2%	Dallas	6.9%	50.0%	99.4%	97.7%	Houston	9.4%	72.8%	93.3%	96.0%	Fort Worth	9.7%	56.8%	87.6%	97.3%	S.A.	6.3%	77.3%	72.0%	95.5%	TEXAS	2.0%	85.6%	59.0%	50.3%	<p>Operation TECH LINK will minimize at-risk behaviors (high dropout rates, low graduation) displayed by students at targeted campuses. Low-income students will have access to loaner technology devices and Internet resources (wireless hotspots) enabling them to connect to skills building, motivational leadership, behavioral development, and college and career applications, including access to online mentoring and tutoring. Access to online academic supports will also increase students' academic competencies, motivation and confidence, minimizing their at-risk behaviors.</p>
TAPR 2016-2017 Student Risk Factors																																										
Campus	Dropout	Graduates	Low Income	At - Risk																																						
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TEXAS	2.0%	85.6%	59.0%	50.3%																																						
3.	<p>Most students at Texans Can targeted campuses do NOT have access to a home computer/tech device. A 2017 Student Survey found that: 85.0% of Austin students; 95.2% of Dallas students; 89.7% of Houston students; 84.5% of Fort Worth students; 82.3% of San Antonio students do NOT have a computer or technological device at home to use for school work.</p>	<p>Operation TECH LINK will alleviate the barrier of a lack of home technology resources by providing students at target campuses with loaner digital devices (Androids, Chromebooks) for use at school and home after school, weekends, holidays, and summer. Students will receive technology training to increase their skills in the use of digital devices, and educational Internet resources.</p>																																								
4.	<p>Most students at Texans Can targeted campuses do NOT have Internet access at home. A 2017 Student Survey found that: 90.3% of Austin students; 96.1% of Dallas students; 90.6% of Houston students; 79.9% of Fort Worth students; 89.5% of San Antonio students do NOT have home Internet to use for school work. As a result, their academic performance suffers.</p>	<p>Operation TECH LINK will alleviate the lack of home Internet access by providing students and families at targeted campuses with Internet access through loaned hotspot wireless devices. Students will be trained on Internet resources and given Internet access to educational supports, tutorials, etc. at school and home after school, weekends, holidays, and summer.</p>																																								
5.	<p>Targeted campuses need technology equipment and devices to support student learning. A 2017 Teacher Survey found that: 95.6% of Austin teachers; 93.1% of Dallas teachers; 97% of Houston teachers; 85.6% of Fort Worth teachers; and 92.8% of San Antonio teachers reported a need for technology to support student engagement and learning.</p>	<p>Operation TECH LINK will provide low-income students with technology devices and T-Mobile hotspots through which they can access educational Internet resources at school and home during out-of-school hours for homework and school projects. Teachers will be encouraged to integrate classroom instruction with technological learning to actively engage students.</p>																																								

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Schedule #14—Management Plan

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Coordinator	Fernando Marino, Texans Can's Director of IT – Business Intelligence & Education Engineering, will serve as the Program Coordinator providing direct project management and oversight. Mr. Marino has 10+ years in project management, data management, and education background. He holds an MBA in supply chain management and Green Belt Six Sigma Certification.
2.	IT Director, Operations and Engineering	Richard Pena, IT Director – Operations and Engineering will provide support in the management and oversight of the program. Mr. Pena has 30+ years of experience in technology and management, is a certified Network Engineer and maintains various industry certifications.
3.	Senior Support Engineers	Texans Cans' Senior Support Engineers will assist in the coordination and inventory process for each campus. They will ensure equipment and devices are maintained in good working condition and will facilitate necessary support for students regarding hardware, software, email or internet connectivity issues. Qualifications include: Microsoft Technology Associate: Windows Server Administration Fundamentals Microsoft Technology Associate: Windows Operating System Fundamentals Cisco Meraki Network Operator CompTia: A+ CompTia:Project+ CompTia: Network+CompTia: Security+ CIW Site Development Associate.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase technology devices and T-Mobile hotspots	1. Start procurement process for technology purchase	05/01/2018	05/31/2018
		2. Solidify mobile WiFi hotspot discounts with T-Mobile	05/01/2018	05/31/2018
		3. Purchase Chromebooks, Androids, wireless hotspots	06/01/2018	06/31/2018
		4. Configure and inventory all technology equipment	07/01/2018	08/17/2018
		5. Place internet blocks on devices and mobile WiFi hotspots to limit access to unsuitable we content	07/01/2018	08/17/2018
2.	Teacher training, pre-surveys and distribute tech devices & T-Mobile WiFi hotspots	1. Train staff on Technology Lending Program (TLP)	08/13/2018	08/17/2018
		2. Notify students/parents about TLP resources	08/20/2018	08/24/2018
		3. Distribute teacher and student pre-surveys	08/20/2018	08/24/2018
		4. Identify students most in need of devices & hotspots	08/27/2018	08/31/2018
		5. TLAs signed, tech devices issued to students	09/03/2018	09/07/2018
3.	Student/parent orientation, engagement in online learning	1. Conduct student and parent TLP orientation	09/03/2018	09/07/2018
		2. Students trained in school online accounts/resources	09/10/2018	Ongoing
		3. Students trained in online educational resources	09/10/2018	Ongoing
		4. Link students to engaging tech learning opportunities	09/10/2018	Ongoing
4.	Integrate technology into daily instruction, increase STAAR scores	1. Teachers select classroom Internet resources	08/13/2018	08/17/2018
		2. Integrate web-based learning at school and home	08/20/2018	Ongoing
		3. Provide students with technology training & support	08/20/2018	Ongoing
		4. Assess students for targeted intervention needs	10/01/2018	Ongoing
		5. Recommend online resources for home study	10/01/2018	Ongoing
5.	Increase students' performance in Math and Science STARR tests by 10% from baseline	1. Post-surveys (students, parents, teachers)	05/20/2019	05/24/2019
		2. Student equipment check-in and return	05/20/2019	05/24/2019
		3. Equipment checked for damage and maintenance	05/20/2019	05/31/2019
		4. Equipment inventoried for next school year	06/03/2019	06/30/2019
		5. Program evaluation and assessment	06/01/2019	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Operation TECH LINK** Program Coordinator, supported by the IT Director of Operations and Engineering, will oversee and monitor all Technology Lending Program (TLP) activities. The Program Coordinator will ensure that the project consistently meets TLP project goals and ensures equitable access for students who have limited access to technology use off campus, particularly economically disadvantaged students. The Program Coordinator will organize and supervise technology lending activities, including the timely inventory, distribution, and maintenance of all loaner equipment, with campus technology staff including the IT Director of Operations and Engineering, Senior Support Engineers, Service Desk Manager, and IT Specialists. The Program Coordinator will work with corporate administration and campus staff (Principals, teachers, Curriculum Specialists, etc.) to ensure instructional alignment with curriculum as well provide educators with ongoing access to technology resources. The Program Coordinator will ensure that timelines are met for purchasing and distributing equipment to students identified as not having access to personal technology devices at home and providing students in need with off-campus Internet access via hotspot wireless devices. He will regularly communicate project status towards meeting program goals and objectives with Texans Can's President/CEO, Chief of Schools, and IT Director of Operations and Engineering. In the event that the program experiences unforeseen delays or difficulties, the Program Coordinator will meet with key staff involved in project implementation to coordinate a plan of action to overcome barriers and proceed with the proposal project goals and timelines. The Program Coordinator will maintain open and clear communication with corporate and campus staff, students, and parents by hosting quarterly meetings to keep all stakeholders apprised of the project status. Monthly planning meetings will also be held with the Program Coordinator, Chief of Schools, President/CEO, IT Director of Operations and Engineering, and key corporate/campus staff to solicit and incorporate feedback and inform them of program adjustments and progress. Corporate and campus staff, administrators, teachers, parents, and students will be encouraged to provide ongoing feedback, questions, or concerns via an online link. *All aforementioned staff will provide services at no cost to the grant.*

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing/Existing Projects and Coordination of Efforts: Texans Can's general practices have always been to implement and sustain promising educational programs that help all learners succeed academically and will continue to do so with this project. Sustainability for **Operation TECH LINK** will be an ongoing focus. Prior to grant submission, Texans Can has already established a strong organizational base for this initiative (i.e. pre-developed procedures, systems, timelines, etc.). Oversight of the project will be housed at corporate office in Dallas under the division of federal, state, and local programs, further establishing a strong organizational foundation and fostering sustainability. Additionally, Texans Can corporate and campus leadership strongly advocate for this project. As such, the charter is eager to coordinate efforts of its current programs and resources within Texans Can that will be leveraged for students and educators to further support ongoing sustainability. For example, the charter currently receives state funding through TEA for an Educator Excellence Innovation Program (EEIP) and Texas 21st Century Community Learning Centers (CCLC) program. Texans Can also receives funding from the US Department of Education to support a Teacher Incentive Fund (TIF) and Funds for the Innovation Literacy Program. As part of these grants, the charter receives hundreds of thousands of dollars to purchase technology-related equipment and supplies to support these programs including, but not limited to: laptops, printers, copiers, digital cameras, tablets, classroom printers, large monitors, 3D printer supplies, streaming software, etc. This equipment will be leveraged and efforts will be coordinated to maximize the effectiveness of grant funds. **Ensuring Participant Commitment:** Texans Can has already established strong educator support for this initiative. The 2017 Teacher Survey found that 100% of teachers reported that: 1) technology devices and Internet resources would contribute to the overall learning of students and 2) providing students these resources would increase teachers' overall abilities to teach. Student participant commitment will be solidified by providing economically disadvantaged students/families with much needed access to digital technology devices and internet access both at school and home to support ongoing learning, providing a more engaging learning experience.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review TLP inventories and records to assess digital technology use (quarterly)	1.	90% of eligible students will check out a digital device
		2.	90% of eligible students will have access to WiFi hotspots and Internet
		3.	100% of students will access WiFi through charter resources and hotspots
2.	Classroom observation rubric and pre- and post-program Teacher Survey	1.	80% of teachers will incorporate technology in classroom instruction
		2.	75% of teachers will actively integrate new pedagogical strategies, digital technology, and educational Internet resources in curricula and lessons
3.	STAAR assessments, student grades/report cards, campus/charter student promotion and graduation records	1.	75% of students will increase STAAR scores in English, Math, and Science
		2.	90% of participating students will demonstrate proficiency in TEKS
		3.	95% of participating students will be promoted to the next grade on-time
		4.	85% of eligible students will graduate on time
4.	Pre- and Post- Program Satisfaction Survey of students, parents, educators	1.	100% of participating students/parents will have access to online learning
		2.	85% of participating students will access online tutorials/resources
		3.	90% of participating students/ parents will report above average satisfaction in using technology devices and digital online resources to learn.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Data Collection and Evaluation Design: A Texans Can evaluation team consisting of the Program Coordinator, President/CEO, Chief of Schools, IT Director of Operations and Engineering, and teachers will conduct a formative evaluation of the **Operation TECH LINK** activities at no cost to the grant. The evaluation will determine if the proposed activities are effective in: 1) timely acquisition and deployment of technology equipment and Internet services; 2) meeting of milestones and timelines; 3) integrating technology into curriculum instruction; and 4) supporting students in gaining academic proficiencies in core subjects. The evaluation team and project staff will collect program-level data related to mandatory performance measures such as: number of participants served; number of technology devices distributed; number students who receive Internet access via hot-spots; ratio of technology devices to students needing devices; number of teachers who leverage electronic instructional materials and integrate digital technologies in class instruction; number of classrooms using digital materials as part of daily instruction, etc. Data will be collected through classroom observations and walk-throughs, interviews, and surveys administered to key stakeholders (administrators, teachers, staff, students). Project-level information will be collected to assess the integration and aligned technology teaching strategies in course curricula. The evaluation team will also assess program effectiveness on student achievement results by analyzing student-level academic data including, but not limited to: student grades; annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; graduation/promotion records; etc. Pre- and post-program surveys will be administered to classroom teachers, students, and parents to collect baseline data (pre-survey) compared to post-program results, assessing the extent to which activities were successful in achieving proposed performance measures. Student, teacher, and parent focus groups will be held throughout the school year to solicit additional feedback and recommendations. **Identifying and Correcting Issues:** The evaluation team will analyze data quarterly to assess program strengths and identify areas of need. Ongoing data collection will allow for frequent review and timely analysis to determine the effectiveness and efficiency of program implementation and progress in meeting goals and objectives. The evaluation team will measure performance targets through qualitative and quantitative data such as satisfaction surveys; focus groups; student participation data; and student academic achievement records. The Program Coordinator, charter administrators, and campus staff will immediately develop a strategy to correct any identified issues and implement modifications, as needed. Project timelines will be monitored to ensure key milestones are met. Project strengths and challenges will be regularly tracked and assessed for continuous program improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an open-enrollment Charter System/LEA, Texans Can does not receive funds from local tax revenue afforded to public independent school districts. Thus, a majority of Texans Can's funds are utilized for direct instruction and remedial academic intervention efforts to support its high-risk students. The charter's budget is extremely limited on financial resources available for the purchase of digital technologies and/or devices to loan to students. The charter does its best to stretch its resources to maintain adequate technology and devices at each of its campuses, most of which is paid for by state and federal grants as well as private funding through their highly successful business enterprise, Cars for Kids Program. With profits from Cars for Kids, millions of dollars are obtained and, in turn, disseminated at each of the charters campuses and made available to support its educators, students, and parents.

As detailed in Texans Can Academies' Technology Plan (attached), Texans Can educators currently have access to technology resources to support classroom instruction such as grade-level appropriate instructional software, online curriculum documents, and Internet access, but each classroom has only one personal computer for teacher use. Some, but not all, classrooms are equipped with audio-visual equipment such as electronic whiteboards. Each Texans Can campus has 1 – 3 computer labs equipped with 10 – 20 desktop computers for student use throughout the school day. However, because these computer labs are shared by all students for use in Credit Recovery, Business Computing and Information Management, and Special Education learning, the need for student access to computer technologies far exceeds what is available at each campus. With limited technologies made available to them, Texans Can students cannot fully engage in 21st century learning. As such, the charter will coordinate all efforts towards technology of its current programs and resources within Texans Can, leveraging all equipment and resources for students and educators to support successful **Operation TECH LINK** programming.

As discussed, Texans Can currently receives TEA funding for an Educator Excellence Innovation Program (EEIP) and Texas 21st Century Community Learning Centers (CCLC) program as well as US Department of Education funding to support a Teacher Incentive Fund (TIF) and the Innovation Literacy Program. Through these grants, the charter receives some funding to purchase technology-related equipment and supplies including, but not limited to: laptops, printers, copiers, tablets, computer monitors, streaming software, whiteboards, media resources, state-of-the art web technology, and electronic educational materials and resources to support student learning. This equipment will be leveraged and efforts will be coordinated to maximize the effectiveness of all technology-related grant funds (*TLP funds will supplement, not supplant, programs/services provided with local or state funds*).

Yet although Texans Can Academies has the aforementioned technology resources available, it is evident that they far from meet the need and demand required to serve Texans Can's 13 campuses and its 5,262 at-risk, low-income students and parents, as well as the educators working with them. With 88.2% of Texans' Can's student population classified as economically disadvantaged, the need to provide these high risk students with access to digital technologies and Internet access at school and at home is of critical importance. **Operation TECH LINK** will play an integral role in minimizing this digital divide, ensuring that Texans Can's low-income students and those most in need have access to technology devices and Internet resources during school and at home to support their ongoing learning.

Through **Operation TECH LINK**, Texans Can, in partnership with T-Mobile, will ensure the equitable distribution of technology and Internet access for students both on and off campus. **Operation TECH LINK** will alleviate technological barriers faced by the charter's low-income students and families, providing students at target campuses with loaner digital devices (Chromebooks, Androids) and T-Mobile Wi-Fi hotspot devices and connectivity for youth identified as not having residential Internet services. With TLP funding, Texan's Can will purchase the following equipment to be distributed among the 5 targeted campuses: 275 Chromebooks or Android-based tablets; 275 technology maintenance agreements (2 year warranties); and 275 T-Mobile 4G LTE Wi-Fi wireless hotspot devices. T-Mobile has agreed to work in cooperation with Texans Can by offering Wi-Fi wireless hotspots and connectivity at a discounted rate. Students will receive ongoing technology training to increase their skills in the use of digital devices and Internet resources and will be able to access educational supports, tutorials, research, and targeted academic interventions both at school and home, including after school, on weekends, holidays, and during the summer. Access to technology devices will also minimize students' at-risk behaviors (low graduation, high dropout rates) by connecting them to motivational leadership, behavioral development, skills building, and college and career applications, including access to online mentoring and tutoring.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-804

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can Academies (Texans Can) was established in 1986 in response to an unmet need to serve and educate troubled youth that traditional schools commonly rejected. Initially offering a GED program for adjudicated (juvenile justice) youth, in 1996 Texans Can became one of the first 20 designated charter local education agencies (LEA) in Texas to offer high school diplomas. Since its inception, Texans Can Academies has served more than 140,000 low-income underrepresented minority students and their parents.

During the conceptualization of the proposed **Operation TECH LINK**, Texans Can administrators and staff went to great lengths to ensure that the program directly aligned with the charter's mission. Texans Can's mission is *to provide the highest quality education for all students, especially those who have struggled in a traditional high school setting, in order to ensure their economic independence*. The charter's core values are to: 1) provide a rigorous curriculum based on reading and thinking skills; and 2) Fulfill every aspect of the charter's mission with a sense of urgency. **Operation TECH LINK** directly aligns with the charter's mission and core values by ensuring that all students are provided the highest quality education which is complimented with technology learning devices and educational Internet resources.

As previously discussed, Texans Can currently serves 5,262 students in grades 9 – 12 through its 13 campuses statewide, many of which are categorized as some of the hardest to serve at-risk, low-income, minority student populations in Texas. The charter's 2017 Student Survey found that most students at Texans Can targeted campuses do NOT have access to a home computer/tech device and do NOT have access to residential Internet. According to the Student Survey: 85.0% of Austin students; 95.2% of Dallas students; 89.7% of Houston students; 84.5% of Fort Worth students; 82.3% of San Antonio students do NOT have a computer or technological device at home to use for homework school projects or for learning or studying. The Student Survey further demonstrated that: 90.3% of Austin students; 96.1% of Dallas students; 90.6% of Houston students; 79.9% of Fort Worth students; 89.5% of San Antonio students do NOT have home Internet to use for school work. As a result, students' motivation to learn is hindered and their overall academic performance suffers. Collectively, these findings indicate that Texans Can students desperately need access to technology and Internet resources, both in and out of school, that incorporate innovative, engaging, and real world approaches to learning, maintain their interests, and support their academic progression and success.

In alignment with Texans Can's mission, **Operation TECH LINK** ensures that low-income students have constant access to advanced technology, Internet resources, and digital learning, enabling them to develop the digital and technological skills needed to succeed in a 21st century technological society. Additionally, the project aligns with the charter's goals identified in Texans Can's Technology Plan (attached) including: Goal 1: Texans Can students will utilize technology resources to become technology proficient and acquire knowledge and skills to be successful once they enter the workforce; Goal 2: Ensure access to technology-enhanced curriculum and resources charter wide to support research-based instructional strategies to improve student learning and meet diverse learning needs; and Goal 4: Excellence in Administrative Technology: Charter and school administrators will plan for and provide technology resources and services to improve student achievement and to support school operations. Texans Can will utilize equipment and Internet resources purchased through TLP and other funding sources in a cohesive manner to ensure all students at targeted campuses have access to a dedicated technology device (Chromebook, Android tablet). T-Mobile WiFi mobile hotspot wireless devices will also be available for all students to borrow, allowing those youth in need to have access to educational Internet resources at home during after school hours, on weekends, during school holidays, and throughout the summer to work on school assignments and projects. Digital devices, technologies, and content purchased through **Operation TECH LINK** will be used to support student learning in state aligned curricula and standards in core foundation subjects (English Language Arts, Science, mathematics, and technology/computer science). Texans Can educators will also utilize digital devices to fully engage the charter's high need and high risk target population. Educators will integrate technology into classroom curriculum to create engaging lessons and provide the greatest learning experiences possible for all students. Through the incorporation of technology devices into daily classroom instruction, homework assignments, and school projects, students will have access to enhanced resources needed to reach mastery and close digital gaps often experienced by low-income populations. Providing Texans Can's low-income, high risk students with access to technology devices and online resources both at school and home will provide them with increased opportunities for learning to overall enhance their academic proficiencies and 21st century technology skills.

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TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can Academies (Texans Can) operates a unique network of 13 high-need charter high-schools serving the most at-risk 9th – 12th grade students in Austin, Dallas, Fort Worth, Garland, Houston, and San Antonio. Texans Can currently serves 5,262 students statewide, many of which are categorized as some of the hardest to serve at-risk, low-income, minority student populations in Texas. Of the 5,262 students served, 88.2% (4,640 students) are economically disadvantaged. As a result, according to the charter's 2017 Student Survey, a majority of Texans Can students do not have residential Internet access. This Student Survey found that for targeted campuses: 90.3% of Austin students; 96.1% of Dallas students; 90.6% of Houston students; 79.9% of Fort Worth students; 89.5% of San Antonio students do NOT have Internet access at home to use for studying, school work, or school projects. As a result, students' motivation to learn and overall academic performance suffers.

In response to this tremendous need, Texans Can, in partnership with T-Mobile, is proposing to implement **Operation TECH LINK**. The purpose of **Operation TECH LINK** is to ensure equitable access for students who have limited access to technology to use off-campus. Texans Can will ensure the equitable distribution of technology and Internet access for the charter's its economically disadvantaged students and those identified as most in need through loaned equipment purchased with TLP grant funding. Key program activities will ensure that the charter's Texans Can most economically disadvantaged students have access to: 1) a personal technology device for learning through a check-out program; and 2) Internet services through loaned T-Mobile WiFi hotspot wireless devices.

During the conceptualization of **Operation TECH LINK**, the Program Coordinator and Texan's Can President/CEO, Chief of Schools, Director of IT – Business Intelligence and Engineering, Senior Support Engineers, and campus teachers and educators, cooperatively developed a plan to provide students with the highest need for off-campus internet access with much needed resources through loaned T-Mobile WiFi hotspot wireless devices. While ALL students at each of the targeted campuses (1,998 students total) will have access to loaner hotspots, the distribution of Internet access via WiFi hotspots will be need-based driven with priority given to students determined not to currently have Internet access at home and to: 1) be of high economical need; 2) be at-risk; and/or 3) require supplemental support to pass core academic content and graduate. In accordance with the General Education Provision Act (GEPA), Texans Can will provide equal access to resources and services without regard to race, color, national origin, gender, age, or disability.

WiFi hotspot wireless devices will be purchased from T-Mobile who will work in partnership with Texans Can to offer these hotspots and connectivity at a discount to the charter. Further, T-Mobile will provide technical support in the event students experience connection difficulty from home. Additionally, the charter's Technology Department will be available to provide helpdesk and application services to support students' technology needs while on campus.

Texans Can will utilize the TLP funds to provide students at targeted schools with Internet access during out-of-school hours including after school, on weekends, during school holidays, and throughout the summer to work on school assignments and projects. Access to Internet resources will enable economically disadvantaged students to conduct research, complete homework assignments and school projects, enhance their technological skills, and research college and careers during school and at home. Students will be engaged in learning, both in and out of school, thus increasing their academic competencies and overall motivation to learn and minimizing at-risk behaviors (including dropout rates) displayed by students at targeted campuses. Texans Can's Technology Department will place internet blocks and safeguards on T-Mobile hotspots to limit access to unsuitable content.

Students accessing T-Mobile WiFi hotspot wireless devices will be required to complete and sign the charter's Technology Lending Agreement (TLA). The TLA references an existing Responsible Use Policy and will be signed by the student as well as a parent or guardian. The TLA will provide that the Internet will be used solely for educational purposes by the student. Further, the TLA will verify that students receiving internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS) for the appropriate grade band.

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TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can Academies utilizes Texas Essential Knowledge and Skills (TEKS) state aligned curriculum in a Credit Recovery methodology which is effective and proven to help students earn high school credits in courses missed or not passed in traditional educational environments. The credit recovery courses are student-centered and self-contained with independent study units designed to support and enrich the existing curriculum. In addition, Texans Can utilizes an innovative program supported with technology applications to address students' low reading scores and special education needs. For example, Texans Can's Reading program incorporates Cognitive Development Through Reading Across the Curriculum which focuses on increasing reading fluency, thinking through text-based material, and writing in response to reading. This process uses the mediated learning experience to strengthen deficient cognitive functions and move the student from a state where the acquisition and mastery of academic content was previously difficult, to a state of being a learner who is more capable of successfully engaging rigorous and truly challenging academic content. In order to enhance and align the technology lending program to the aforementioned state adopted and customized curriculum to meet unique learners needs, Texans Can proposes to provide student learners at the 5 targeted campuses with electronic devices (Chromebooks, Android tablets). Instruction at Texan Can is focused on mastery of rigorous and complex curriculum in a credit recovery and computer based program accelerated environment. Therefore, technological devices will provide student learners the digital tools necessary to become fully engaged in a student-centered and highly rigorous learning environment. Through the TEKS and innovative supporting curriculum, Texans Can has been effective in bridging the gaps that students face due to falling behind as well as low socioeconomic challenges. To fully engage this high need and at risk target population, educators integrate technology into the accelerated curriculum to create engaging lessons and the greatest learning experiences possible. Digital devices acquired through **Operation TECH LINK** will highly align with current curriculum. With the acquisition of technology devices, classroom instruction will increasingly integrate the use of technology into the curriculum. Through the incorporation of technology devices into daily classroom instruction, students will have access to enhanced resources needed to reach mastery and close digital gaps often experienced by low-income populations.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can currently utilizes electronic and technological instructional materials in **all core content areas** including Reading, Math, Science, and Social Studies. The use of digital devices and aligned instructional materials used in school and at home has proven to increase outcomes in areas of foundation curriculum such as English Language Arts (ELA): reading comprehension, literary analysis, writing, science and math skills. An analysis of effective technology use for at-risk students found that blending technology with teachers to support interactive learning, exploration, and creation leads to higher engagement and learning gains ([Darling-Hammond, Zielesinski, & Goldman, 2014](#)). This is supported by findings from the charter's 2017 Student Survey where an aggregate 92% of students reported being more engaged in learning when exposed to lessons that incorporate technology or Internet resources.

The charter imbeds proven effective digital instructional materials and resources to complement foundational curriculum in ELA, math, science and social studies. For example, Texans Can's Math and Science classes incorporated technological resources such as, but not limited to: iBooks, Google, Prezi, Keynote, QR readers, Podcasts, Notability, etc., to enhance the learning experience and increase levels of mastery. Core content specific instructional materials are individualized based upon students' needs. In ELA/Writing/Reading, Marquez Reading curriculum is integrated with online support and activities to maximize student fluency and comprehension. Current electronic materials and modalities being utilized for foundation curriculum (based upon student academic proficiencies and mastery of subject matter) include: BrainPOP; EBSCO; IStation; IXL; NBC Learn; Discovery Streaming; Edgenuity; Achieve 3000; and NBC Learn. Google earth, Pinterest, and social media are also utilized across **core content areas**. The integration of digital instructional materials into classroom instruction allows Texans Can teachers to utilize software to deliver more personalized content and lessons to students, allowing students to learn at their own pace and ability level – which is of particular importance for the charter's high-risk student population. In fact, The 2017 Teacher Survey found that 100% of teachers reported that: 1) technology devices and Internet resources would contribute to the overall learning of students and 2) providing students these resources would increase teachers' overall abilities to teach.

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TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can Academies, a charter LEA, operates 13 campuses throughout Texas, each of which is provided access to an extensive IT infrastructure and technical resources adequate to support student use of devices through the proposed **Operation TECH LINK**. As detailed in Texans Can's Technology Plan (attached), each Texans Can campus maintains high-speed broadband Internet access that meets the E-rate and FCC bandwidth targets for Internet access (at least 100kbps per student/staff user) in the short term and 1Mbps Internet access per user in the longer term. Additional existing infrastructure and technical support available for Texans Can students include the following:

Campus Support:

- All Texans Can campuses have adequate connectivity and data-flow with the central campus, which is located in the Oak Cliff (OC) Campus in Dallas, Texas. Texans Can's data center is located on the Pleasant Grove campus in Dallas, Texas.
- All Texans Can campuses are connected to the charter's Gigabit Wide Area Network.
- Each campus has limited access to portable computing devices for students.
- All Texans Can campuses have the ability for 4-digit dialing between campuses.
- Each campus maintains video-conferencing equipment for staff development and instruction.
- Teachers have access to a password-protected teacher CMS section on the Intranet website.
- All staff have access to email.
- Each classroom has access to grade-level appropriate instructional software
- Each classroom has secure access to management software such as gradebook, attendance reporting, student records, and online curriculum documents
- Each classroom has access to content via streaming video
- Every classroom has access to assessment management
- Each classroom has filtered and protected Internet access
- Each student has access to digital curricular software resources
- Each student has access to file servers for data storage at school
- Each student has access to Internet at school
- Each student has access to media rich instructional materials

Hardware:

- The charter maintains servers at all campuses.
- Each classroom is equipped with at least one (1) computer for teacher use.
- Most classrooms contain technology to support classroom instruction such as audio-visual equipment, electronic whiteboards, etc.
- Each campus has 1 - 3 computer labs, each of which is equipped with 10 – 20 desktop computers/work-stations for use by students.

Software:

- All Texans Can have access to basic tools required for an adequate curriculum (digital curriculum software, MS Office, etc).
- Texans Can teachers use Sungard eSchool for gradebook and attendance.
- Texans Can uses Eduphoria Aware for TAKS analysis and benchmarking.
- Texans Can campuses have access to GradPoint for credit recovery and supplementation of classroom instruction.
- Texans Can teachers use MyCourseCan for curriculum development.

Texans Can's IT Department will provide ongoing support to the TCTLTP throughout the life of the project at no cost to the grant. Department services available to each campus and students charter-wide include, but are not limited to, help desk services and support, multi-media services, equipment maintenance and report, network services, application services, and web-based functionality.

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TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can Academies, in partnership with T-Mobile, will implement **Operation TECH LINK** at one high need campus in each of the following cities: Austin, Dallas, Houston, Fort Worth, and San Antonio. Collectively, the program will serve approximately 1,998 at these five campuses. The initiative will be overseen by the Program Coordinator and supported by Texans Can's IT Director of Operations and Engineering. Texans Can Senior Support Engineers will assist maintaining and coordinating the borrowing of equipment. These staff oversee check-in and check-out processes at no-cost to the program as follows. **Check-Out Process:** Texans Can's IT Department already implements a charter-wide technology lending program throughout its campuses across Texas which incorporates policies and procedures for borrowing technology equipment. Under the direction of the Program Coordinator, Senior Support Engineers will oversee students' check-in and check-out of equipment. Prior to being loaned any technology device, students will participate in an orientation detailing the appropriate maintenance, use, and care of equipment. Students who wish to borrow devices will be required to sign a Technology Lending Agreement (TLA) agreeing to appropriately use and maintain such loaned devices. For students borrowing wireless T-Mobile WiFi hotspots, the TLA will specify that the Internet will be used solely for educational purposes by the student and will verify that students receiving internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS for appropriate grade band. **Check-In Process:** Upon return of the equipment, Senior Support Engineers will inspect the devices to ensure that they are returned in good working condition and without damage. Per charter policy, each student/family shall be responsible for all borrowed equipment. **Equipment Maintenance:** The charter will maintain technology equipment in proper working condition in accordance with current charter policy. Texans Can's Service Desk Manager and IT Specialists will provide technical support, maintain equipment, fix minor damage, and/or troubleshoot issues with digital hardware, software, and applications at no-cost to the program/grant. The charter will maintain warranty protection for maintenance of devices. The charter will maintain equipment property records upon check out and return to ensure all equipment is returned in proper working condition. **Competing Needs:** Distribution of loaned equipment will be needs-based driven. In cases of competing priority, students determined to be economically disadvantaged, at-risk; and requiring supplemental support to pass core content areas to graduate will receive preference.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texans Can will utilize the TLP grant funds to purchase and maintain digital technology devices (iPads and T-Mobile WiFi wireless hotspots) as part of a lending program that ensures students have 24/7 access to technology needed for learning at school and at home. Access to the charter's technology resources and Internet access will be made available to students for instructional and educational purposes and in accordance with the charter's policy and procedures. **Physical Inventory of Equipment/Devices:** Texans Can will maintain and account for all TLP technology equipment and devices in accordance with charter policy. The charter conducts an annual physical inventory of technology equipment at the beginning and end of each school year during which results are reconciled with the property records. The Program Coordinator and Senior Support Engineers will work with educators from the five participating campuses to account for equipment and ensure the orderly distribution and return of devices. Students will not be able to borrow devices until they have a signed Technology Lending Agreement (TLA) on file at the charter. Senior Support Engineers will maintain a comprehensive list of all technology devices loaned out including, but not limited to: student name, student id, parent name, contact information, description of device, item serial number or inventory identification number, date checked in/out, and condition of equipment upon check out and return. **Inspection of Returned Devices:** Upon return of the equipment, Senior Support Engineers will inspect the digital devices to ensure that they are returned in good working condition and without damage. The charter's policy requires reimbursement and/or replacement from a student/family for any technology devices determined to be damaged or lost. In the event that a student fails to return equipment in an acceptable working condition, the student may forfeit future opportunities to borrow instructional materials or technology devices until the borrowed equipment is returned in an acceptable condition or paid for by the student/family. **Maintenance of Devices:** The charter will maintain 2-year warranties for all devices. The Service Desk Manager and IT Specialists will ensure that all equipment is maintained in proper working condition.

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